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ABSTRACT

This handbook is designed for the use and convenience of Peace Corps volunteers during the Close of Service (COS) workshop, the purpose of which is to assist them in making the transition from the host country back to the United States. It contains a variety of worksheets and articles that can assist them in examining their needs and expectations about leaving their host countries and returning home. The materials are divided into these sections: a time for reflection; values, skills, and goals; for those who are interested in a job search campaign; for those who are considering further education or training; for those who are considering other options; networking and interviewing; moving on; and development education and Peace Corps' third goal. A journal section concludes the handbook. It is included for volunteers' personal thoughts and notetaking. (YLB)

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Close of Service Workshop

Participant's Handbook

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INFORMATION COLLECTION & EXCHANGE
TRAINING MANUAL NO. T-68

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Peace Corps

PEACE CORPS

CLOSE OF SERVICE WORKSHOP

PARTICIPANT'S HANDBOOK

PEACE CORPS
INFORMATION COLLECTION AND EXCHANGE
TRAINING MANUAL T-0008

OCTOBER 1986

CLOSE OF SERVICE WORKSHOP

PARTICIPANT'S HANDBOOK

INTRODUCTION:

The Participant's Handbook was developed for your use and convenience during the Close of Service Workshop. It contains a variety of worksheets and articles that can assist you in examining your needs and expectations about leaving your host community and returning home. A journal section has also been included for your personal thoughts and notetaking.

As you prepare for your journey back to the United States, enclose this Handbook along with the Career Resource Manual, Skills & Interests Self-Assessment and, as appropriate, the Senior Volunteer Resource Manual in your "air freight" or "accompanied baggage." The information in these references will be invaluable during your transition to life in the U.S., (and/or your extension of Peace Corps service.)

Best wishes for success in your future endeavors!

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A TIME FOR REFLECTION

MY PEACE CORPS EXPERIENCE

Most people can readily admit their mistakes and learn something from studying them. Relatively few can as readily admit their successes or accomplishments, and study what they have done well.

Your responses on this worksheet will help you to review and analyze your Peace Corps experience; to identify the learnings from it, and to detail the new/refined skills and knowledge you have gained.

For the purposes of this worksheet, a SUCCESS is simply something you have done well, and enjoyed doing. These successes could be personal triumphs, such as learning how to ride a motorcycle, cooking on three stones, or discovering ways to take care of personal hygiene, drinking and eating needs with a limited supply of water. Your successes could also include professional benchmarks, e.g., tutoring a math student who passed A-level GCEs with honors; developing a health practices manual to be used in conjunction with TEFL; developing an accounting program for an agricultural cooperative; or learning how to conduct an effective meeting.

The information gleaned from this worksheet may be helpful to you as you plan your future: going to school or for further training; establishing a business; finding a job; identifying future volunteer work, or planning for retirement.

MY PEACE CORPS EXPERIENCE

THINGS TRIED, BUT NOT SUCCESSFUL	LESSONS LEARNED

MY PEACE CORPS EXPERIENCE

THINGS TRIED AND ACCOMPLISHED SUCCESSFULLY	LESSONS LEARNED

MY PEACE CORPS EXPERIENCE

CONCLUSIONS ABOUT THE LESSONS I'VE LEARNED:

NEW SKILLS OR KNOWLEDGE I'VE GAINED:

SKILLS OR KNOWLEDGE I'VE REFINED:

RECOMMENDATIONS TO PEACE CORPS

In your evaluation of your Peace Corps service and development of recommendations to Peace Corps, consider the following topics to formulate your responses:

A. PROJECT DIRECTION AND SUPPORT FROM PEACE CORPS AND THE HOST COUNTRY.

How did Peace Corps and/or the host country agency provide clarity about your role and responsibility to Peace Corps and the host agency?

What were the positive and negative aspects of the guidance, direction and supervision you received for your work assignment(s)?

What kind of assistance did you receive with problem-solving, provision of transportation, work materials and/or services?

What did Peace Corps and/or the host country provide for you, or do, that was helpful?

B. PRE-SERVICE AND IN-SERVICE TRAINING.

How did the language instruction, technical skills training, cross-cultural training, Volunteer support and health orientations during Pre-service Training help to prepare you to (1) do your job competently; (2) live and work effectively in your community? Please be specific.

What type of In-service Training did you receive: Skills training? Mid-service and/or All Volunteer Conferences? Program Conferences, Workshops? Language tutoring? Other? Please identify the type(s) of training you received and explain the benefits you received from each. Identify any problems/concerns you have for each and make any suggestions to address these concerns.

C. ADMINISTRATIVE SUPPORT FROM PEACE CORPS.

Administrative support includes the following services: mail, communications from the main office, living allowances, security provisions (if any), staff's responsiveness to your (nonprogrammatic) problems and issues. [Depending upon the services provided in-country, other services can be identified here.]

Please identify the support you have received, any problems that may have occurred and any suggestions you may have to remedy the problems in the future.

Please identify any support you received that, in your estimation, was provided professionally, sensitively or well.

D. **MEDICAL SUPPORT.**

Please identify the medical support services available at your site. Evaluate these services and identify any alternative resources that should be known to Peace Corps.

Identify any problems/concerns that have arisen for you personally with the provision of immunizations, emergency care, health maintenance and cures for illness, counselling and preventative medical care, by Peace Corps. Also identify the care received from local doctors and/or health facilities recommended by Peace Corps, giving the pluses and minuses of each.

E. **OTHER.** (PLEASE SPECIFY)

VALUES, SKILLS AND GOALS

WORK VALUES

Salary and Benefits
Job Security
Making an Impact
Intellectually Stimulating
Working with Interesting People
High Status/Prestige
Responsibility
Helping Others
Opportunity to Be Innovative or Creative
Opportunity for Advancement
Living/Working Conditions

** WILD CARD **

VALUES RANKING SHEET

TASK: Write one work value in each of the numbered spaces on the sheet in order of priority with #1 being the highest.

1	7
2	8
3	9
4	10
5	11
6	12

7

A WORD ON CAREER OBJECTIVES: THE HOWS AND WHYS

There is no clear consensus among career counselors regarding whether or not to include your career objectives on a resume. Some, like Tom Jackson in his book The Perfect Resume, never include a career objective. Others, like Ron Krannich in High Impact Resumes and Letters, insist on including the job objective. It is a question of style and personal preference.

One point that career counselors agree upon, however, is that developing a clear, concise career objective or objectives is the single most important step in any job search.

The purpose of this exercise is to ask each of you to continue a process begun on your Skills & Values Inventory and to write, or begin developing, your career objective or objectives.

First, let us look at why the job objective is so important.

- To get where you want to go requires that you know where you are going.

- Identifying what it is you want to do is perhaps the most difficult task in job hunting; it is also the most essential. Indeed most job hunters lack clear objectives. Many engage in a search for jobs by identifying available job opportunities and then adjusting their skills and objectives to "fit" specific job openings. While you will get a job this way, you will probably be misplaced and unhappy. You will fit a job rather than finding a job that fits you.

- Many people justify this lack of direction in a job search by telling themselves they are flexible. Flexibility is a valuable trait, but remember, being flexible and being directionless are two different things.

- A clear objective, based on a thorough understanding of your abilities, skills, interests and values, allows you to be in charge of your job search. Knowing where you want to go allows you to plan and take the steps necessary to get there. It helps you generate self-confidence and demonstrates your value to employers.

- A clear objective also provides the basic framework for writing your resume. It serves as a guide to what should be included or left out of the resume, i.e., if something enhances your potential to be hired, or movement toward your objective, include it; if not, leave it out. The job objective provides the theme and organization of your resume.

- Your objective should be a concise statement of what you want to do and what you have to offer an employer, i.e., what position you want and what your qualifications are. It should be work-centered and not self-centered.

- A clear job objective communicates professionalism to prospective employers. It gives the impression of career maturity.

- Being purposeful means being able to communicate to employers what you want to do. Employers are not interested in hiring confusing individuals.

- Many employers are not clear about what they want in a candidate. Like most job seekers, employers often lack clear employment objectives. If you know what you want and can help the employer define his or her needs, you will be in a highly advantageous position.

- If you decide to include your objective in your resume, include it immediately following your contact information, i.e., just below your name, address and telephone number at the top of the page.

- If you have more than one objective you should have more than one resume.

Some of you may already have a clear objective. You may want to be a forestry technician for a large multinational firm, or a nurse at a rural health clinic. Some of you may have had job objectives, but your Peace Corps experience has broadened your horizons and shown you new possibilities, or for which you lack information or require additional education. Some of you may have not yet addressed the question "What do I want to do with my life?" You will need to explore what it is you want to do.

These questions notwithstanding, you are about to embark on a new adventure, one that offers you the opportunity to step back, think about who you are and where you are going, and make decisions based on careful planning and knowledge.

You have already taken the first step in the process of career development, that is, looking at your skills and abilities, your motivations, interests, dreams, knowledge, preferences, experiences, temperament, values and education.

The next step is career exploration. This involves gathering career information, setting your objectives, researching organizations, individuals and communities, conducting information interviews, developing career alternatives and targeting jobs. Some of this you may begin here in this country. Some of it can only be completed once you have returned to the States.

Career exploration involves gathering information about career areas of interest to you. It involves reading about various fields and, more importantly, talking to practitioners and academicians. For example, if

you are interested in Public Health, talk to field workers who are doing what you think you might want to do. Talk to their supervisors. Talk to the professors who trained them. Find out what skills you would need, what training you would require, what the job market is like and where it is going. In short, gather as much information about the field as you can. Then compare the field with your self-analysis to decide if that is what you want to do.

Additional details about information gathering, interviewing, and setting objectives are available in the Career Resource Manual and in the many books on career development and job hunting. What Color is Your Parachute by Richard Bolles, Go Hire Yourself an Employer by Richard Irish, Re-Careering in Turbulent Times by Ronald Krannich, and Guerrilla Tactics in the Job Market by Tom Jackson, are only a few examples of available resources.

GUIDELINES FOR WRITING A CAREER OBJECTIVE

A CAREER OBJECTIVE:

- Must be brief and clear.
- Must be a statement of what you want to do and what you have to offer an employer.
- Must be work-centered, not self-centered.
- Must reflect your honesty and integrity.
- Must state the type of position you want.
- May state the type or types of organizations in which you would be interested in working.
- May include brief information about special interests; types of populations/products/services with which you would like to work.
- Should not contain trite terms or "canned" resume language such as "opportunity for advancement," "position working with people," "progressive company," "creative position," etc.

If you have more than one objective you should have more than one resume.

If you decide to include your objective in your resume, include it immediately following your contact information; that is, just below your name, address and telephone number.

FOR THOSE WHO ARE INTERESTED
IN A JOB SEARCH CAMPAIGN

MANAGING YOUR JOB SEARCH CAMPAIGN

GOALS: To provide you with information about the mechanics of writing an effective resume.

To assist you in developing strategies for conducting a job search campaign, establishing contacts, interviewing, and maintaining your morale throughout the campaign.

MATERIALS NEEDED: Career Resource Manual (CRM)
Skills & Interests Self-Assessment (SISA)
Participant's Handbook
Writing Paper, Pens/Pencils

ACTIVITY INSTRUCTIONS:

1. Review the work you did on work values ranking; career/job/work/life objectives; skills identification and background information in the Skills & Interests Self-Assessment, pp. 7-22. (10 min.)

2. Using the Career Resource Manual (pp. 14-22), and the sample resumes in the Handbook as references, choose the format for your resume that will best suit your background, experience and job objective. Consult with the facilitator for assistance as needed. (10 min.)

   Begin to outline/format your resume. Take 45 minutes to complete personal heading, a job objective, a brief description of the major skills and experience you want to promote/market, and descriptions of the accomplishments of two jobs (i.e., your Peace Corps assignment and another job/work experience.)

3. After you have completed the work in #2, choose a partner and review your work. Take 30 minutes to review. Things to consider in your review are:

   - Clarity of language used in describing the job objective, skills, experience and accomplishments.
   - Use of active verbs to describe what you have done. (Refer to Participant's Handbook for extensive list of active verbs.)
   - Appropriateness of the format of the resume (i.e., chronological, functional, or a combination).

4. After you are finished with the review, take a 15-minute BREAK.

   Return to this group after the BREAK.

(Total Time For This Portion: 1 hr. 50 min.)

LIST OF ACTIVE VERBS:
KEY WORDS FOR MORE EFFECTIVE RESUMES

accomplished
achieved
acquired
acted
addressed
adjusted
administered
advertised
advised
aided
alerted
allocated
analyzed
annotated
answered
anticipated
applied
appraised
appreciated
arranged
articulated
ascertained
assembled
assessed
assigned
assisted
assured
attained
attended
audited
authored
balanced
bargained
began
bought
briefed
brought
budgeted
built
calculated
cared (for)
carried out
catalogued
categorized
chaired
challenged
changed
channeled
clarified
classified
closed
coached
coded
collaborated
collated
collected
comforted
committed
communicated
compared
competed
compiled
completed
composed
computed
conceived
concluded
conducted
confronted
constructed
contacted
continued
contracted
contributed
controlled
conveyed
convened
cooperated
coordinated
copied
corrected
corresponded
counseled
corrected
created
critiqued
cured
dealt (with)
decision-making
defined
delegated
delivered
demonstrated
derived
designed
described
detected
determined
developed
devised
diagnosed
directed
discovered
discussed
dispatched
dispensed
displayed
dissected
distributed
diverted
drafted
dramatized
drew
drove
edited
educated
elicited
empathized
employed
empowered
enabled
encouraged
endured
enlightened
enlisted
ensured
entertained
established
estimated
evaluated
examined
exchanged
executed
exercised
exhibited
expanded
expected
expedited
experimented
explained
expressed ideas
facilitated
figured out
filed
financed
focused
followed through
forecasted
formed
formulated

functioned
gathered information
generated
graded
grouped
guided
handled
helped
identified
illustrated
imagined
implemented
imposed
impressed
improved
increased
influenced
informed
initiated
innovated
inquired
inspected
inspired
installed
instilled
instructed
insured
interacted
interpreted
intervened
interviewed
introduced
invented
inventoried
investigated
involved
joined
judged
kept
learned
lectured
led
licensed
listened
located
made
maintained
managed
manipulated
marketed
mastered
measured
mediated
met
memorized
mentored
modeled
modified
molded
monitored
motivated
named
negotiated
observed
obtained
operated
ordered
organized
outlined
oversaw
paired
participated
perceived
performed
persevered
persuaded
planned
played
possessed
predicted
prepared
presented
printed
processed
produced
programmed
prohibited
projected
promoted
proof-read
protected
provided
publicized
published
purchased
qualified
quantified
questioned
raised
rated
recognized
recommended
reconciled
recorded
recruited
referred
regulated
related
remembered
rendered
reorganized
repaired
reported
represented
reproduced
researched
resolved
responded
restored
retrieved
reviewed
revised
risked
scheduled
searched
selected
selling
sensitized
served
serviced
set
shaped
shared
showed
simplified
skilled
socialized
sold
solicited
solved
sought
specified
spoke
staged
stimulated
structured
studied
succeeded
suggested
summarized
supervised
supported
surveyed
synthesized
systematized
talked
targeted
taught
tended
tested
took initiative
traced

trained
translated
treated
trouble shooting
tutored
typed
updated
united
used
utilized
verified
visualized
volunteered
wrote

SAMPLE RESUMES*

- Artist
- Assistant TV Producer
- Copywriter
- Editor
- Hospital Administrator
- Nutritionist
- Photographer
- Program Developer
- Social Worker
- Teacher
- Travel Agent

---

* Sample resumes taken from Tom Jackson's The Perfect Resume (Garden City, N.J.: Anchor Books/Doubleday, 1981).

Artist **Functional**

KATY STRONG
145 FIFTH AVENUE
NEW YORK CITY 10056
h(212)943-8888/w(212)345-7880

PASTE-UP/MECHANICALS
GRAPHIC DESIGN

Produced paste-ups and mechanicals for the weekly "close" of Newsday magazine.

Designed brochures, booklists, selected type, conceptualized and produced monthly silkscreen posters, and planned displays for a major metropolitan library.

TECHNICAL ILLUSTRATION
JUNIOR ARTIST/FORMS DESIGNER

Mastered "LeRoy" lettering technique and created technical illustrations for research publication in the department of Photo-optics at the State University of New York at Buffalo.

Designed and executed business and academic forms, charts, graphs, brochures. Designed (with calligraphy) certificates and awards in the department of Management Systems of the State University of New York at Buffalo.

DRAWING BOARD ARTIST
FREE-LANCE ARTIST/
PHOTOGRAPHER

Interfaced between client and printer from the drawing board in a commercial printing shop. Produced numerous printed materials from business cards to annual reports; supervised typesetter.

Supervised a commercial photographic studio and undertook diverse free-lance jobs including producing a 3 X 5 foot map of the State University campus, large lettering assignments, portrait and product photography for private individuals, and slide shows for a hospital and the University.

Free-Lance Artist: 1977-Present
State University of New York, Buffalo, New York: 1974-1977
Len Koch, Inc. (commercial printing) Smithtown, New York: 1976
Buffalo Public Library, Buffalo, New York: 1972-1974
Newsday, Inc., Chicago, Illinois: 1971-1972

B.A. - General Studies/Social Sciences: the University of Chicago. 1971.
One year of commercial and fine arts courses: the School of Visual Arts. 1974.

Ms. Strong is an artist. She can use strong graphics--she's in that field. She used a combination format since her work history is free-lance and she's had a lot of jobs. Her job target is graphic design.

Assistant TV Producer

Functional
No Dates

MARIAN WILSON
225 Maitland Avenue, Teaneck, N.J. 07666
201-686-1210

TELEVISION

Produced and directed the following video productions: The Art of Batiking, The Impossible Dream, The Creative Process, and Wildlife Conservation. Organized all aspects: scriptwriting, audio selection and placement, set design--including furniture building and prop acquisition, lighting design and crew, casting, making slides and cue cards; planning camera shots, angles and composition.

FILM

Produced and directed the following: Everybody is a Star and Love is a Beautiful Thing. Handled camera work, editing, splicing, lighting and soundtrack. Designed and produced all graphics.

RADIO

Produced a tape demonstrating special effects including echo, reverberations, and speed distortion. Developed a 20 minute documentary: handled interviewing, narration, editing and splicing, and final taping.

TECHNICAL SKILLS

Operate:
for T.V.--studio cameras, porta-paks, and switching panel;
for film--various super 8mm cameras, viewers, splicers, and 16mm projectors; and
for radio--audio console, turntables, various tape machines, handle cueing and mixing.

EDUCATION

B.S. Broadcasting and Film, Northeastern University, 1977
Third Class Operator Permit F.C.C., 1976

Copywriter **Functional**

MANDY MILES

450 West End Avenue
New York, New York 10023
(212) 787-1993

WRITING-FREELANCE

- Wrote twelve article series on personal development, fashion and home furnishings for Co-Ed magazine.
- Wrote feature articles for Ingenue magazine.
- Created home-sewing shows for Co-Ed given in major department stores across the country.
- Co-authored paperback book on teenage problems for Pentamex Publications.

FILM STRIP PRODUCTION

- Produced "Loving Relationships"--a half hour film strip for high school students for Co-Ed. Wrote "Beautiful Foods" filmstrip for Co-Ed.
- Edited over 50 filmstrips for use by high schools in area of music, art history and literature for Bramston Publications.

FUND-RAISING

- Assumed major responsibilities in scholarship fund-raising efforts.
- Created craft projects and directed weekly workshops which produced hundreds of items for large handcrafts bazaar.
- Organized theatrical and cultural benefits.

WORK HISTORY

1975-Present	Major fundraising projects	
1969-1975	Freelance Writing assignments	
1967-1969	Ideas for Youth Parameter Publications	Editor
	. Wrote articles, produced photography, supervised art.	
1963-1967	Co-Ed magazine	Fashion Editor
	. Covered fashion Markets; supervised photography, art, layout, wrote copy; produced fashion show. . Received award for editorial excellence from American Institute of Men's and Boy's Wear	
1962-1963	Anik Robclin-Paris	Designer's Assistant

EDUCATION

1962	B.A. Art History/English	U.C.L.A.

Being in an artistic field, Mandy can be bolder in her design.

Editor **Functional**

MARIANNE FURMAN
656 WYNDHAM ROAD
TEANECK, N.J. 07666
(201) 682-1342

EDITING

Responsible for production editing of social science textbooks for major publisher. Managed complete book production process from copy editing to printing and distribution. Successfully produced over a dozen textbooks.

WRITING

Wrote major best-selling study guides for fiction including Anna Karenina, War and Peace, Don Quixote, and four plays by Ibsen. Wrote introduction and recipes for widely-read community cookbook.

RESEARCH

Studied, wrote, published and widely distributed study materials about the lives and works of Tolstoy, Cervantes, and Ibsen. Developed and shared research techniques that cut participants' study time by 25%.

THERAPY

Counseled as psychotherapist dozens of individuals, couples, families and groups in mental health centers. Established successful experimental methods based on Viola Spolin's theatre games.

EDUCATION

M.S. Fairleigh Dickinson University - 1977
Clinical Psychology

Marianne is re-entering the job market after an extended period. Notice that there are no dates with her descriptions of experience.

Hospital Administrator **Targeted**

NED MILES
14 Rosewood Lane
Garden City, New York 11530
516-737-7280

JOB TARGET: HOSPITAL ADMINISTRATOR

CAPABILITIES:

- Handle in-depth coordinating and planning
- Direct complex activities in operations and finance
- Contribute to hospitals, health care facilities, HIP, Fortune 500 industrial and commercial corporations
- Manage commercial medical administration for headquarters as well as divisions
- Act as coordinating liaison among diverse groups
- Establish and maintain excellent budget reports

ACHIEVEMENTS:

- Developed and implemented policies and procedures for eight medical centers serving 125,000 HIP subscribers.
- Recruited and hired administrative staff for eight centers.
- Assisted Chief Administrator in training program preparation.
- Prepared and maintained capital project status and budget reports for New York City's 18 hospitals and care centers.
- Communicated directly with Executive Directors.
- Acted as liaison officer with contractors, vendors, department heads interrelating with medical staff regarding their needs.
- Coordinated multi-shop activities for a major health care complex.
- Established an on-site office for a major missile producer.
- Recruited, trained and directed employees responsible for stocking missile site with capital equipment spare parts.

WORK EXPERIENCE:

1974-Present	Pan Borough Hospital Center	Maintenance Control Planner
1971-1974	La Juania Medical Group	Administrative Coordinator
1970-1971	New York City Hospitals Corp.	Planning Analyst
1969-1970	New York University Hospital	AD. ASST-Director of Engineering
1952-1969	Various Corporate Gov't Contracts	Project Planner

EDUCATION:

1950 Columbia University

Emphasize expanded capabilities. De-emphasize frequent job changes.

Nutritionist **Functional**

ALICE KASIELEWICZ

Present
123 Burgum Hall, NDSU
Fargo, ND 58105
(701) 237-8329 or 241-2073

Permanent
405 First Avenue Northwest
Little Falls, MN 56345
(612) 632-5687

EDUCATION

North Dakota State University, B.S. 1979. Major: Administrative Dietetics
Minor: Business

EXPERIMENTAL METHODS AND RESEARCH

- Devised and carried out experiments in advanced food classes.
- Operated an assortment of precise laboratory measuring equipment.
- Wrote results and reported orally experimental findings.
- Designed experiment varying the oil in chiffon cakes.

RECIPE DEVELOPMENT AND MENU PLANNING

- Had a major role in development of the Cooking with Pictures project.
- Formulated and tested recipes in class and field evaluations.
- Critiqued and evaluated a variety of recipes.
- Assisted in creating the layouts and printing for recipes.
- Organized and edited promotional material in preparation for sales.
- Extensive experience in developing menus and market orders.
- Analyzed nutritional requirements for all age levels and food preferences.

FOOD PREPARATION

- Extensive experience in baking (with and without mixes) breads, cakes, and cookies for hundreds of people.
- Strong familiarity with all basic principles of food preparation.
- Have prepared complete, balanced and appetizing meals in quantities.
- Much work with home and commercial food preparation equipment.

FOODSERVICE MANAGEMENT

- Management of summer foodservice activities for 30 fraternity residents.
- Supervised all aspects of foodservice for a special weekend project during NDSU's Upward Bound program.
- Directed meal preparation for mentally handicapped residents.
- Took charge of all summer food procurement and preparation at Camp Watson.

EMPLOYMENT:

1976-1979	Dr. Bettie Stanislao, Food and Nutrition Department, NDSU
1978	Resident Dining Center, Auxiliary Enterprizes, NDSU
1978	Farmhouse Fraternity and Upward Bound at NSDU
1977	Mr. Vern Lindsay, Camp Director, Children's Village Family Service

COMMUNITY ACTIVITIES AND ORGANIZATIONS:

Involved in a variety of organizations including a Tasting Committee, Student Dietetic Association, Senior Citizen Nutrition Programs, and participated in a research project entitled "The Food Preservation Practices of North Dakota."

A college student capitalizing on extracurricular activities.

Photographer **Functional**

Margaret Sawhill
106 W. University Parkway
Baltimore, Maryland 21210
(301) 655-3178

MAJOR WORK EXPERIENCE

Photography — Staff photographer for magazine. Designed setup for and photographed food products. Covered trade convention personnel and equipment. Photographed restaurant interiors and institutional equipment. Shot outdoor scenics and nature closeups. Photographed how-to series on construction projects, food preparation, and maintenance. Illustrated articles on interior decoration. Taught basic photography to salesmen.

Writing — Researched and wrote scientific articles in fields of chemistry, mathematics, and physics. Converted scientific data into layman's language. Researched and developed articles on industrial equipment, plastics, and food service. Wrote instruction manuals on data processing procedures.

Editing — Edited technical and semi-technical manuscripts in science field. Solicited authors for technical articles. Edited trade magazine copy. Made layouts and dummied pages. Free-lance-edited science books.

EMPLOYERS

Edifice Magazine - Staff photographer, Assistant editor

Miami Academy of Sciences - Associate editor

Garbier, Inc. - Science editor

EDUCATION

Miami University, B.A.
Maryland Institute of Art - Non-credit courses in painting

Left out dates of employers, as her most recent job was as keypunch operator.

AGATHA WHITEHEAD
6450 Lindell Blvd.
St. Louis, Missouri 63110
(314) 752-3438

CONFERENCE AND SEMINAR MANAGEMENT

1975-present As DIRECTOR OF PROGRAM DEVELOPMENT for Washington University School of Continuing Education, designed and staffed 40 programs focused on business and career development. Redesigned the career program to include: personnel management, basic and advanced career workshops, arts management, communication skills for secretaries, fundraising and grantsmanship, fundamentals of marketing.

Managerial and administrative responsibilities include: Course conceptualization and design, faculty hiring and salary negotiation, administrative staff supervision, brochure design, scheduling, coordination of direct mail, advertising, public relations, location selection and space re-negotiation.

1973-75 PROGRAM PRODUCER/HOST WNAL-FM, CLAYTON, MISSOURI

Originated VOICES, a weekly radio show focused on human development and public affairs. Topics included: career and life planning, women and management, EEO, Title IX, book and film discussion and reviews, job satisfaction, adult life stages and the quality of work life.

Production and administrative responsibilities included: research of topics, development of discussion formats, selection and scheduling of guests, promotion on air and off and interviewing.

1969-73 HUMANITIES INSTRUCTOR, CLAYTON CENTRAL SCHOOL DISTRICT

Improved student performance and teacher accountability. Developed and implemented innovative learning contracts incorporating needs assessment, performance objectives and joint student-teacher evaluation procedures.

Trained staff in individualized learning methods. Organized and coordinated a symposium on Futuristics and a community Ethnic Festival now held every year. Improved communications as a liaison among schools, Humanities departments and communities via direct mail, large and small group presentations and audio-visual programs on various topics.

EDUCATION: St. Louis University B.A. 1969
St. Louis University M.A. in progress
Recent course work in Video & Film Production at the New School, N.Y.
Seminars and conferences in Management, Organization Development, Human Resources and Training.

SAMUEL H. GREEN
387 PELHAM ROAD
NEW ROCHELLE, NEW YORK 108
(914) 633-7875

1971-Present **WESTCHESTER COUNTY PAROLE BOARD**

Narcotics Parole Officer

Engaged in the rehabilitation of an average caseload of 40 certified addicts. Developed individualized programs for each client, according to need. This involved one-on-one counseling as well as frequent contact with client's family, incorporating them into treatment plan.

Created jobs for clients through contact with community agencies, such as: Operation Upgrade, and Cellblock Theatre. Provided training in basic job skills, as well as additional education through local community programs such as: Operation Comeback and Office of Vocational Rehabilitation.

1964-1971 **WESTCHESTER COUNTY - DEPARTMENT OF SOCIAL SERVICES**

Casework Supervisor/Caseworker

Supervised five caseworkers in two years. Instructed them in agency procedures and casework techniques. Responsible for managing 300 active cases in the unit. Maintained controls for numerous required reports. Created time management system for employees to organize their work for maximum productivity.

Provided needed services as a caseworker for families seeking public assistance. Counseled clients individually, gearing the goal to fit each need. Set up special services such as homemakers for the aged and blind. Implemented plans such as employment, basic education and nursing homes. Maintained accurate and complete records on each client. Achieved highest record in casework unit in one year of clients' removal from public assistance roles.

1964 **B.B.A.** St. John's University

Used chronological format, as he's staying in the same career area.

Teacher **Targeted**

JAN LEAH ERMAN

1540 42nd Street
Brooklyn, New York 11218

JOB TARGET: ELEMENTARY SCHOOL TEACHER

CAPABILITIES:

- **Prepare outlines for daily and monthly course of study.**
- **Lecture and demonstrate with audiovisual teaching aids.**
- **Prepare, administer and correct tests.**
- **Maintain order and discipline in large and small classes.**
- **Counsel and direct children with learning difficulties.**
- **Counsel parents and direct them into remedial action for specific cognitive or emotional problems of children.**
- **Train and develop children in verbal self-expression.**

ACHIEVEMENTS:

- **Trained two learning disabled children to achieve full integration in public school class within two weeks.**
- **Tutored six "underachievers" in remedial reading; all six finished in upper 20% of class by end of year.**
- **Developed new system for reporting reading comprehension analyses now used in school system city-wide.**
- **Introduced audiovisual techniques for math learning into Grade 2 with much success.**
- **Cited as Teacher of the Year in school of 800 in 1977.**

WORK HISTORY:

1972 - Present	Yeshiva Havram Secular Division - Brooklyn, New York Fifth & Sixth Grades	
1971	Dowd Communications	Production Assistant

EDUCATION:

1975	M.S. in Education Emphasis on Reading in Elementary Schools	New York University
1971	B.A. in Sociology Minor in Elementary Education	Brooklyn, New York

Travel Agent **Chronological with Functional Emphasis**

ELLEN T. LONDOFF
450 Fort Washington Avenue
New York, New York 10033
(212) 668-3470

WORK EXPERIENCE

LEISURE TRAVEL SALES, INC.
15 East 40th Street
New York, New York

1975-Present

Sales/Marketing: **Developed wholesale travel department within this company. Focused on individual and group travel programs for executive level, employees, groups, civic, and fraternal organizations. Designed incentive programs for sales force within several companies.**

Advertising: **Evaluated profitability of advertising strategy. Responsible for selecting best vehicles for copy and promotion. Utilized demographical information and readership data of trade publications and journals for determining advertising campaign. Personally wrote advertising copy for major ads.**

Research: **Examined which specific facilities and destinations would best service each group's style, budget, and conference needs. Surveyed industries, and developed individual presentations for conference planning.**

Budgeting: **Planned budgets for each program. Negotiated hotel contracts. Costed out internal operational costs (reservations, documentation, ticketing, itinerary planning). Budgeted out advertising expenditures from copywriting to final printing and placement stages. In first year of program reduced operational costs by 20%.**

1971-1975

BIGGER MAN APPAREL, INC.
Orange, Connecticut

Customer Service Representative.
Responsible for all manufacturing sources meeting delivery deadline obligations. Duties included merchandising, pricing, buying, and general sales. Worked on all phases of company advertising.

EDUCATION

ADELPHI UNIVERSITY, Garden City, New York B.A. Liberal Arts

FOR THOSE WHO ARE CONSIDERING FURTHER EDUCATION OR TRAINING

EDUCATIONAL OPPORTUNITIES

GOALS: To provide an opportunity for you to investigate possible educational programs to meet your needs.

To provide information about how to choose a graduate/continuing education program and locate financial assistance.

MATERIALS NEEDED:
- Skills & Interests Self-Assessment
- Career Resource Manual
- Senior Volunteer Resource Manual (optional)
- Participant's Handbook:
  - Educational Opportunities Worksheet
  - "Educational Opportunities: Additional Resources"

ACTIVITY INSTRUCTIONS:

1. Review the work you did on career/life/job/work objectives; skills identification and background information in your Skills & Interests Self-Assessment, pp. 7-22; and work values ranking.

   Take 15 minutes to refresh your memory and update where necessary.

2. Complete the Educational Opportunities Worksheet. (30 min.)

3. After completing the worksheet, choose 1 or 2 other persons and discuss your answers. Group members should help each other identify and/or clarify expectations about the desired area of study or type of program, the realism of its ability to satisfy personal or professional goals. Group members can also share any information that may help other members in their quest for an appropriate education/training program and institution.

   Take 30 minutes for this discussion, in total.

4. After discussions, take a 15-minute BREAK. Reconvene in work group afterwards, and consult facilitator for the next step.

(Total Time For This Portion: 1 hr. 30 min.)

EDUCATIONAL OPPORTUNITIES WORKSHEET

If you have considered continuing your education or seeking additional training in a particular field, this worksheet provides an opportunity for you to:

- identify (or refine) your goals and objectives for continued education/training;
- clarify what skills, knowledge and experience you bring to your education/training program, and
- identify some characteristics you would like in an educational program and institution.

Record your ideas and answers directly onto this worksheet. Your Skills & Interests Self-Assessment (SISA), pp. 7-22, may be valuable as you complete this worksheet.

1. WHAT DO I WANT TO LEARN	REASONS WHY

2A. WHAT DO I BRING TO THIS EDUCATION/TRAINING EXPERIENCE? (Consult your SISA for selecting the more appropriate skills, training, experience for this section.)

SKILLS & ABILITIES:

KNOWLEDGE & TRAINING:

EXPERIENCE:

RELATED INTERESTS:

2B. PUT A CHECK MARK NEXT TO THOSE ITEMS LISTED ABOVE WHICH ARE DIRECTLY RELATED TO YOUR FIELD OF STUDY, OR TRAINING FOCUS.

3. **COMPARE THE LISTS IN #1 AND #2. DOES YOUR DESIRED AREA OF STUDY:**
(Check the most appropriate response)

- ☐ represent further training in your chosen career/field?
- ☐ complement your skills, abilities, prior education or training, and experience?
- ☐ represent a major shift in career or life direction from your prior experience and training?
- ☐ represent a combination of the items above? (Please specify what combination.)

4. **HOW DO YOU FORESEE THIS ADDITIONAL EDUCATION/TRAINING HELPING YOU TO:**

A. **REACH YOUR PROFESSIONAL GOALS?**

B. **REACH YOUR PERSONAL GOALS?**

5. **WHAT CHARACTERISTICS DO YOU FEEL YOUR LEARNING ENVIRONMENT SHOULD HAVE IN ORDER TO HELP YOU ACHIEVE YOUR EDUCATIONAL GOALS?** (Select as many characteristics as appropriate.)

A) <u>Type of study programs</u>:

___ Structured classes and study program

___ Independent study for course requirements and personal interests

___ A mixture of structured classes and independent study

___ A full-time course load

___ A part-time course load

___ A study program that allows students to work (possibly full-time) and take classes on weekends and at night

___ Credits given for life experience, prior education or training

___ Opportunities for practical experience, internships or experiential learning in your field of study

___ A program highly respected in your field/profession

___ A credible study program in your field (instead of a prestigious program)

___ Opportunities to study abroad, or at other U.S. institutions

___ Opportunities for volunteer work or involvement in the community

___ OTHER: (PLEASE SPECIFY)

B) Type of institution, faculty and education services:

___ A large campus or school

___ A medium-sized campus or school

___ A small campus or school

___ A campus located in or near a large metropolitan area

___ A campus located in a small or medium-sized urban area

___ A campus located in a rural area

___ An institution or campus located near my residence

___ A friendly and supportive school administration and faculty

___ Strong professional guidance in field of study

___ A large or influential professional network through the institution

___ A prestigious school name

___ A credible faculty

___ Successful job placement/career counseling services

___ Supportive student counseling services

___ OTHER: (PLEASE SPECIFY)

6. WHAT CONCLUSIONS CAN I DRAW ABOUT THE TYPE OF INSTITUTION I PREFER OR THE EDUCATION/TRAINING PROGRAM I SEEK?

7. WHAT INFORMATION DO I STILL NEED, IF ANY, TO MAKE A DECISION ABOUT THE INSTITUTION OR THE PROGRAM THAT IS BEST FOR ME?

EDUCATIONAL OPPORTUNITIES: ADDITIONAL RESOURCES

There are a host of resources you can consult to help choose an appropriate education program or institution, and locate financial assistance. Peace Corps' Returned Volunteer Services (RVS) has many resources to assist you. Refer to your Career Resource Manual for a detailed listing of the pamphlets, resources and services available to you.

A particular resource that would be invaluable is a list of schools offering financial assistance, fellowships, assistantships and academic credit to returned Peace Corps Volunteers. The 1986 listing describes more than 67 institutions offering the assistance outlined above. It also contains a listing of general sources of financial aid, including:

- fellowships for persons pursuing graduate degrees in business, science and the humanities;
- foundations offering loans, or opportunities to study abroad; as well as
- sources of information and assistance which cater to the needs of women, minorities and the disabled.

This listing is updated annually.

If you are COSing, it would be advisable to write/call/visit RVS upon your return to the U.S. If you are extending your service, it would be wise to contact RVS now or while you are on home leave. To acquire information from colleges, universities, etc., while overseas can be tedious, but not impossible. [A NOTE OF CAUTION: Many institutions are reluctant to send catalogs overseas. Investigate the proper, or most expeditious, way to have information sent to you through Peace Corps. Your local staff will be able to advise you.]

FOR THOSE WHO ARE CONSIDERING OTHER OPTIONS

OTHER OPTIONS

GOALS: To provide information about a variety of sources available in order to further research your goals, such as retirement planning, entrepreneurial pursuits, etc.

To provide an opportunity for you to develop/refine strategies to meet your identified needs and goals.

MATERIALS NEEDED: Skills & Interests Self-Assessment
Participant's Handbook:
"For Those Who Have Considered Starting a Business"
Career Resource Manual
Senior Volunteer Resource Manual
Flipchart, Paper, Markers, Pens/Pencils

ACTIVITY INSTRUCTIONS:

1. In your small group discuss what your goals and needs are for the future; identify, if you can, what you would like to accomplish with this session. Some examples are to:

   - develop a list of places to visit and ideas on whom to contact to get best routes and prices for travel;
   - list sources of information about financial planning, medical insurance for those aged 50 and over;
   - research information about other volunteer opportunities internationally and in the U.S.; and
   - explore how best to use my talents, such as how to start a business, etc.

   [Depending upon the number of people in the small group, the time for this discussion will vary. Suggested time for the discussion is 15 - 25 minutes.]

2. Based upon the common interests, choose one or two other persons with whom you would like to work. BRAINSTORM ideas for each person's goals or plans.

   Take 5 minutes (maximum) per person to brainstorm.

   Remember, when you brainstorm, anything goes. No idea is outlandish. After the brainstorming, each person can then evaluate the appropriateness/viability of each idea in accordance with his/her personal criteria.

3. Take your set of 'brainstormed' ideas and evaluate each:

   Does it help meet a need?
   Could it help you reach your goal?
   How comfortable would you feel doing it?
   What could you learn from the experience, if anything?

   Also review the work you did in Sessions 5 and 6: Work Values Ranking, Career/Job/Work/Life Objective; and review your Skills & Interests Self-Assessment. This information could be of assistance as you review the brainstormed ideas.

   Take 20 minutes (maximum) for this evaluation.

4. Once you have sorted out the more viable ideas/options and identified how they will be helpful in reaching your goal(s), develop an action plan to reach your goal.

   If an action plan is not feasible, write your strategies for acquiring additional information, finding resources, etc., in order to develop an action plan.

   NOTE: An 'action plan' is merely a prioritized list of things to do in order to accomplish an objective or goal. Structure your 'action plan' in a way that makes sense to you.

   For those who are interested in starting a business, see the article "For Those Who Have Considered Starting a Business" in your Participant's Handbook.

   For Senior Volunteers, consult your Senior Volunteer Resource Manual for agencies, information sources, etc., that may not be included in the Career Resource Manual.

   Take 30 minutes to review any information needed and devise an action plan.

5. Form your small group again. Describe what you learned from this exercise and your strategy/action plan. (15 min. maximum for summary)

6. After summaries in your small groups, take a 15-minute BREAK. Then reconvene in your work group and consult the facilitator on the next step.

(Total Time For This Portion: 1 hr. 50 min. - 2 hr.)

FOR THOSE WHO HAVE CONSIDERED STARTING A BUSINESS

Want to be your own boss? Have a great idea for a new product or an improved version of an existing product? Do you like managing your own time, making decisions, accepting their consequences and not feeling blue about it? Can you imagine the creativity, independence and glamour of being a successful entrepreneur? The answers to these questions and many more may have filled your dreams, fantasies, hopes and desires about marketing a product. Your product could be a commodity that is manufactured, grown or a service, i.e., vegetables, fruit, flowers, computers, photography, organizational development experience, training/facilitation skills, accounting, designing, engineering, fashion, janitorial services, floral design services, wholesaling, etc.

This list can go on and on; for any idea you have, there can be a business started to sell it. The big question is, "What combination of products, services, expertise, business organization and financial investment will bring you SUCCESS?"

Over 50 percent of small businesses fail. That's a discouragingly high mortality rate! The primary reasons for failure are inexperience, incompetence, mismanagement, and under-capitalization.

How can you organize and develop your idea/product/service to overcome the obstacles and survive? Factors which make the difference between success and failure are money, expertise in a particular field, motivation, determination/perseverance, access to expert advice and time. It often takes money to buy the time. However, with careful planning and management of the resources available to you, your business can have a fair chance to succeed.

If your enthusiasm and drive have not been hampered by the dismal facts about success and failure of small business, keep reading. There are some things you can do now toward making your idea a reality.

It will be important for you to examine your motivations for going into business and to identify what you expect to gain from this venture. There are no rights or wrongs--just be honest with yourself. You will need to determine how much money you want to make from the investment of your time and finances in order for the business to be a personal success. Also identify what obligations (financial and otherwise) you will need to fulfill while developing and running your business, and whether the income from the business will be your primary or secondary income.

Below is a short checklist of things to ponder as you refine your business idea. Start now and revise/amend these ideas as you continue to research and develop your venture.

GETTING STARTED IN BUSINESS:
RESEARCH AND DEVELOP YOUR IDEA

1. **DEFINE YOUR IDEA ON PAPER.**

   - What will your business do?
   - Are you creating a demand or supplying one? Examine the differences in marketing strategies for each: i.e., what is needed to supply a demand? to create a demand?
   - Describe in detail your product/service; identify where it will be developed/manufactured, what services you will offer and how those services will be administered.
   - What will you name your business?

2. **DEVELOP AN OUTLINE OF THE CHARACTERISTICS OF THE COMMUNITY THAT YOU WILL SERVE.**

   - Identify the social and economic status of the community; its interest in or need of your product; the banking services available and supportive of your business; access to support services, expert advisors, etc.

3. **OUTLINE HOW YOU WILL MARKET YOUR IDEA.**

   - Define your market.
   - Describe various alternatives on how you will reach your market.
   - Decide how you will enter the market.
   - Describe the image you want your business to have or project.

4. **IDENTIFY THE PEOPLE NEEDED TO MAKE THIS VENTURE "HAPPEN."**

   - Start with yourself: Detail your work and life experiences, skills and talents, strengths and weaknesses. Include your analysis--at this point--of what the job of running your company will entail.
   - Determine who you will need to assist you in this venture: a partner? employees? List the desired characteristics or assets each person should bring to the business.
   - Identify the key businesses/services/expertise you will need outside of your business for support and a smooth operation, (e.g., suppliers, postal services, independent contractors, business contacts, insurance agent, lawyer, accountant, banker,

marketing or management consultant, etc.). Include what services you expect to receive from them.

5. DETERMINE THE FINANCIAL INVESTMENT NEEDED TO LAUNCH AND MAINTAIN THE BUSINESS THROUGH ITS FIRST YEAR.

- Estimate how much capital it will take to launch your business. Consider the if-all-goes-well estimate and the shoe-string budget. These estimates will give you an idea of the upper and lower limits for getting started. Your estimate should include the costs for: legal fees, organizational start-up, rent, utilities, decor and fixtures, inventory, advertising and promotional efforts, stationery, brochures, insurance and a cache for the unexpected. Be generous--it will probably be more than you expect!

- Estimate how much capital will be needed to operate for the first 12 months; 18 months; 24 months. Include taxes, salaries, and growth capital.

It will also be helpful to let your imagination run wild with Murphy's Law, and then develop strategies and alternative solutions for every pitfall. Don't forget to write them down!

Lists of resources are provided on the following pages. As services and information change with time, please be sure to ask for the most current information and services offered by these sources. It is hoped that these sources will be useful as you refine your business idea.

GOOD LUCK !!

SOME INFORMATION SOURCES

Bureau of the Census, Washington, DC 20233. [Write for a listing of for-sale booklets on business demographics.]

Chamber of Commerce of the U.S., 1615 H Street, NW, Washington, DC 20036. [Publishes sources of state information and state industrial directory. Write for list and prices.]

Directory of U.S. Importers, Journal of Commerce, 99 Wall Street, New York, NY 10005.

Encyclopedia of Business Information Sources. Gale Research Company, Book Tower, Detroit, MI 48226. [A good resource for any business information.]

Federal Trade Commission, Washington, DC 20580. [Write for listing of publications.]

The Freelancer's Bible. Kroll Enterprises Inc., P.O. Box 231, West Orange, NJ 07052. [Published by state; a guide to creative self-employment, covering every aspect of going into business freelance.]

National Association of Accountants, 919 Third Avenue, New York, NY 10022. [Has more than three hundred chapters nationwide; offers free assistance to anyone starting a business.]

National Trade and Professional Associations of the U.S. and Canada, published by Columbia Books, Inc., Room 631, 734 Fifteenth Street, NW, Washington, DC 20005. [See library reference section.]

Small Business Administration, 1441 L Street, NW, Washington, D.C. 20416. [Sponsors a number of business seminars and volunteer management programs for small business owners, and publishes a catalog of free business information booklets. For information, write the national headquarters or contact your regional field office.]

Standard Periodical Directory, Oxbridge Directories, Inc., 150 East 52nd Street, New York, NY 10022. [See your library reference section. Lists more than 63,000 U.S. and Canadian periodicals.]

Standard Rate and Data Service (found in library reference section; also publishes Business Publication Rates and Data, a monthly publication listing all industry periodicals by type of business.)

U.S. Department of Agriculture, Office of Information, Washington, DC 20402. [Write for a list of services and publications; some handcrafts fall under its aegis.]

U.S. Department of Commerce. [For the address of the district office nearest you, write to: District Office, U.S. Department of Commerce, Room 1406, Mid-Continental Plaza Building, 55 East Monroe Street, Chicago, IL 60603. (It furnishes a publications catalog which aids businesses, franchises, and industry. Catalog and publications available from any of the 42 district offices.)

The Economic Development Administration of the Department of Commerce (EDA) has research and development centers in 12 major cities; provides technical assistance to small business owners, and helps to find capital and develop loan packages.

The Wharton School of Business, University of Pennsylvania, Thirty-fourth and Spruce, Philadelphia, PA 19104. [Periodically sponsors seminars around the country on "How to Successfully Start Your Own Business." Write for details and schedules.]

PERIODICALS

Entrepreneur Magazine, monthly publication by Chase Revel, Inc., 631 Wilshire Boulevard, Santa Monica, CA 90401. [The magazine has detailed start-up manuals on more than 100 businesses. Cost: $5-20 each. For list of titles, write: Research Department, International Entrepreneurs' Association, at the above address.]

Free Enterprise, bi-monthly magazine, 1212 Avenue of the Americas, New York, NY 10019.

Joy of Money Newsletter, a monthly newsletter published by Joy of Money, Inc., 9301 Wilshire Boulevard, Beverly Hills, CA 90210. [Offers financial education to women through seminars and the newsletter.]

National Business Publications, 1913 Eye Street, NW, Washington, DC 20006. [Write for information on business periodicals pertaining to your particular industry.]

Prime Time, 264 Piermont Avenue, Piermont, NY 10968. [A newsletter for older women.]

Small Business Reporter, published by the Bank of America, Department 3120, P.O. Box 37000, San Francisco, CA 94137. [Current issues are available (free) at any Bank of America community office. Back issues can be obtained for $1 per copy. They offer profiles on many different types of businesses as well as business operations and management, including "Opening Your Own Business: A Personal Appraisal" (Vol. 7, No. 7) and "Steps to Starting a Business" (Vol. 10, No. 10).]

BIBLIOGRAPHY

This listing represents a variety of books that may prove useful for the potential entrepreneur. Consult your local library and book stores for additional sources. The more you read, the better.

Allen, L.L. Starting and Succeeding in Your Own Small Business. New York: Grosset & Dunlap.

Anderson, C.B., and G.R. Smith, editors. A Manual on Bookselling: How to Open and Run Your Own Bookstore. New York: Harmony Books/Crown.

Baumback, Clifford M., Kennety Lawyer and Pearce C. Kelley. How to Organize and Operate a Small Business. Englewood Cliffs, NJ: Prentice-Hall. (Includes extensive bibliography on specific subjects.)

Beck, B.M. and F.A. Tillman. Family Owned Business. Chicago: Commerce Clearing House.

Brightly, D.S., et al. Complete Guide to Financial Management for Small and Medium-Sized Companies. Englewood Cliffs, NJ: Prentice-Hall.

Clark, Leta W. How to Make Money with Your Crafts. New York: William Morrow.

_____. How to Open Your Own Shop or Gallery. New York: St. Martin's Press.

Dyer, Mary Lee. Practical Bookkeeping for the Small Business. Chicago: Henry Regnery Co.

Evans, E. Belle, Beth Shub, and Marlene Weinstein. Day Care: How to Plan, Develop and Operate a Day Care Center. Boston: Beacon Press.

Hammer, Marian Behan. The Complete Handbook of How to Start and Run a Money-Making Business in Your Home. Englewood Cliffs, NJ: Prentice-Hall.

Holz, Loretta. How to Sell Your Arts and Crafts. New York: Scribner's.

*Jessup, Claudia, and Genie Chipps. The Woman's Guide to Starting a Business. New York: Holt, Rinehart and Winston.

_____. "Seasonal Business: Work Now, Play Later." Family Circle (February 3, 1978).

Jones, Stacy V. The Inventor's Patent Handbook. New York: Dial Press.

Keenan, Elayne J., and Jeanne A. Voltz. How to Turn a Passion for Food Into Profit. New York: Rawson, Wade.

Lane, Marc J. Legal Handbook for Small Business. New York: Amacom.

Nicholas, Ted. How to Form Your Own Corporation for Under $50. Wilmington, DE: Enterprise Publishing Co.

Simon, Julian L. How to Start and Operate a Mail Order Business. New York: McGraw-Hill.

Solomon, Kenneth I., and Norman Katz. Profitable Restaurant Management. Englewood Cliffs, NJ: Prentice-Hall.

Stern, Gloria. How to Start Your Own Food Co-op: A Guide to Wholesale Buying. New York: Walker Publishers.

*Stern, Howard. Running Your Own Business. New York: Ward Ritchie Press/Crown.

White, Richard M., Jr. The Entrepreneur's Manual: Business Start-Ups, Spin-Offs, and Innovative Management. Radnor, PA: Chilton Book Co. (Special emphasis on manufacturing, retail sales and services, industrial services, franchises.)

Wilbanks, P.M. How to Start a Typing Service in Your Own Home. New York: Arco.

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* Material for this article was taken from these sources.

NETWORKING AND INTERVIEWING

NETWORKING

Consider, for a moment, all the types and groups of people you have met, known, or are related to in some manner. These people could be likened to a universe with you as the central point--the one thing they all have in common is YOU.

Each of the persons in your universe also has a universe of friends, family, and acquaintances. When you think about resources you may have, the universe of people you know and the universe of people they each know may contain the answers or assistance you may require. All you have to do is to tap those resources and manage them well.

Often jobs are advertised by word of mouth (the hidden market); or you have a skill/product/service that someone needs and a mutual acquaintance provides the connection. The diagram on the next page represents a universe or network of persons. The groups identified in this universe are common to most people's experience.

Take time to personalize the diagram by:

1. Adding to or revising the groups of people represented to more closely represent your personal experience or network.

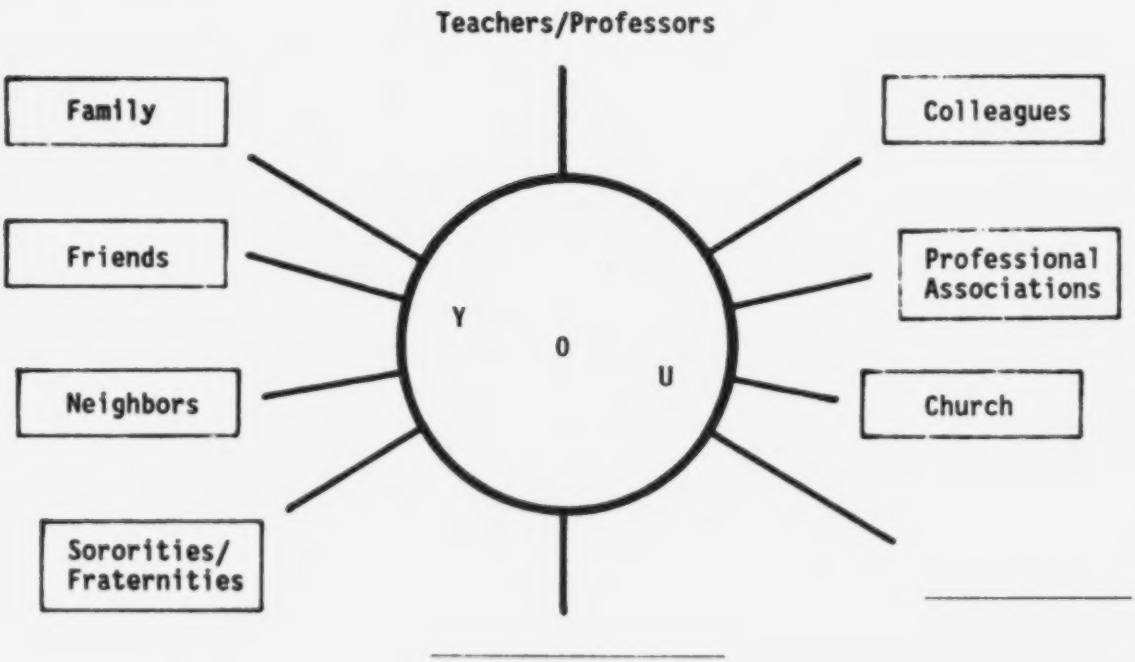
2. Identifying names of individuals in each category/group.

3. Listing those persons you want to contact first and noting beside each name what type of information or assistance you feel each can give.

   REMEMBER: If a person cannot provide you with the assistance you need directly, it is very likely that he or she knows someone who can! (Leave no stone unturned!!)

There's no time like the present to get started. Personalize the diagram on the next page now.

NETWORKING



PEOPLE TO CONTACT:	TYPE OF ASSISTANCE:

INSTRUCTIONS FOR INTERVIEWING TRIADS

1. Select 2 other persons. Each person will have an opportunity to play one of the three roles:

   A - Interviewer (employer)
   B - Interviewee (applicant)
   C - Observer

2. Each interview will be no longer than 5 minutes; the processing after each interview should not exceed 10 minutes. Responsibilities for each role are:

   INTERVIEWER: Ask the interviewee 5 or 6 questions from the list of "most frequently asked questions" and allow time for a response. Approach this interview as if you really were an employer. After the interview is completed, you and the observer share your feedback about the interview with the interviewee.

   INTERVIEWEE: Answer all questions as if you really were applying for a position. Try to be accurate, concise and informative. Practice describing how your experience (before and during Peace Corps) has prepared you for this position. During the feedback portion, discuss:

   - how you felt answering the questions; and
   - what was difficult and/or easy for you during the interview.

   OBSERVER: In observing the interview use the observer's worksheet to prepare your feedback to the interviewee. Comments can be put into the following form:

   "When (the interviewer) did/said _____, you did/said _____.

   It made me feel.../ It appeared as if.../ It caused a _____ reaction by the interviewer/ etc."

   You have 45 minutes to complete this exercise.

OBSERVER'S WORKSHEET

INSTRUCTIONS:

This worksheet is a guide to help you organize your thoughts and comments for the interviewing exercise.

REMEMBER: Comments should describe the behavior of the interviewee (what is said/done).

Be descriptive rather than evaluative; specific rather than general.

BODY LANGUAGE:

CLARITY OF QUESTIONS:

CLARITY OF ANSWERS:

JARGON/SLANG/COLLOQUIAL LANGUAGE (PEACE CORPS OR OTHER):

OTHER OBSERVATIONS:

A GUIDE FOR EMPLOYMENT INTERVIEWS

[NOTE TO THE READER: This Guide is intended to augment the information presented in the Career Resource Manual, Chapter VII. Much of the information in the Guide comes from Caryl Rae Krannich's book, Interview for Success (Impact Publications, Virginia Beach, VA 23462).]

THE ESSENCE OF ANY JOB INTERVIEW IS COMMUNICATION. This includes both verbal and nonverbal communication between you and your prospective employer. View the job interview as the best opportunity to communicate your strengths and worth to the prospective employer. While it is true that communication is a two-way street, the responsibility for effective communication lies with you. If the employer doesn't get what you have to communicate, it can only be viewed as your failure to communicate effectively.

THE JOB INTERVIEW PLAYS A KEY ROLE IN THE SELECTION PROCESS. Whether you get the job or not most often depends on how well you perform during the interview. It has been estimated that a person entering the job market today will make an average of "five career changes and fifteen job changes" during his/her working life. That means you will be interviewing a lot. In many ways, your ego will be on the line during the interview. You will be closely scrutinized by an employer who will be tossing question after question at you, evaluating you, judging you. You may succeed, and you may fail. The best way to handle this frightening prospect is to be thoroughly prepared beforehand.

EFFECTIVE JOB INTERVIEWS TAKE PLACE AFTER YOU'VE COMPLETED SEVERAL OTHER STEPS IN THE JOB SEARCH PROCESS. These steps include: conducting a thorough self-analysis focusing on your skills and worth; defining your career objective; preparing your resumes and letters; conducting your job research, informational interviews and networking. Again, advance preparation is the key to successful interviewing.

YOU MAY ENCOUNTER SEVERAL TYPES OF INTERVIEWS, INCLUDING:

the "one-on-one interview" which is the traditional interview between you and your potential employer;

the "panel interview" where you face two, three, four or more interviewers;

the "stress interview" which is consciously designed to place you under stressful conditions to see how you perform;

the "screening interview" which is usually done over the phone and is designed to screen people from further considerations; and finally

"series interviews" which consist of several one-on-one interviews with different individuals within the organization.

EMPLOYERS ARE LOOKING FOR PEOPLE WHO HAVE THE SKILLS THEY NEED AND ARE BRIGHT, HONEST AND PLEASANT. Before the interview, research the organization and the individuals who will interview you. Ask questions about the job during the interview. The interviewer will want you to talk about yourself: the person, and you in relation to the job. The employer will want to know your weaknesses. You should focus, however, on your strengths. Be sure to respond directly to the questions; don't dodge them. Avoid negative terms and comments; always stress the positive. Remember, employers hire people they like.

FIRST IMPRESSIONS ARE CRITICAL. The first five minutes of the interview may be the most important. Practice interview questions with a friend or a tape recorder. It may be a good idea to have a job interview or two for a position you don't really want in order to gain some experience in interviewing. Having a couple of interviews behind you can give the confidence needed when you're interviewing for the job you really want.

POOR GROOMING WILL ELIMINATE YOU FROM FURTHER CONSIDERATION FOR THE JOB. The way you dress can directly influence the outcome of the job interview. A general rule is to dress conservatively and well. Your goal should be to appear relaxed, neatly groomed and as successful as possible. If you are unsure of appropriate dress, you may want to read up on it when you return to the U.S. Excellent guides are: Dress for Success (for men), and The Women's Dress for Success. Both are written by John T. Molloy and published by Warner Books.

REMEMBER: YOU NEVER GET A SECOND CHANCE TO MAKE A GOOD FIRST IMPRESSION. Arrive 15 minutes early for the interview. Do not arrive earlier or late. Use the time before the interview to review your research. It might be a positive strategy to be seen reading something related to the job. To help overcome nervousness, take several deep breaths and focus your attention on what's being said. Nonverbal communication is important. Sit with a slight forward lean, make eye contact frequently, and smile moderately. Don't tap your fingers or swing your foot. Don't sit with your arms or legs crossed. Communicate your interest through verbal inflections.

IT WILL BE IMPORTANT FOR YOU TO TAKE SOME INITIATIVE DURING THE INTERVIEW. Do not, however, attempt to control it. When closing the interview make sure you summarize your strengths and values. ALWAYS send a thank-you letter within 24 hours.

A WORD ABOUT SALARY NEGOTIATIONS:

Salaries are generally negotiable. Do not discuss salary until after you have established your VALUE. This will be toward the end of the interview at the earliest. It is best to let the employer raise the issue

of salary. If the topic is not raised during the first interview, let it ride.

You should know what employees in comparable positions are paid. Your goal in salary negotiations should be dollars, NOT benefits. (Benefits usually come in standard packages.) If you can't get the salary you want, you might try negotiating other terms of employment such as special benefits, a different job description, or a promise to renegotiate your salary in six months.

Don't be too eager to accept the employer's first offer; NEGOTIATE. In salary negotiations, you are conducting a business deal, trading your talents and skills for the employer's money. Never accept a job or salary offer immediately. Ask to sleep on it for a day or two, and consider your options.

P.S.

Please read the attachments. Attachment 1 provides a checklist of sorts to help you prepare for the interview. Attachment 2 lists "factors which frequently lead to rejection."

The job search campaign can be frustrating and tedious; keep your spirits up!

GOOD LUCK ON YOUR INTERVIEWS!!

PREPARING FOR JOB INTERVIEWS

KNOW YOURSELF:

* Think through your career goals. Where do you see yourself five years from now? How does this job fit your overall career goals?

* Analyze your strengths and weaknesses. Make a list of both, as a pre-interview exercise.

* Be able to specify the skills you have accumulated from your work and life history.

* Write a list of all the key points you want to communicate to the employer during the interview.

* Be able to talk about your specific duties, responsibilities and accomplishments in previous jobs.

* If you have been fired from a job, be prepared to state the reason. Be honest. Have something positive to say about the experience.

* Analyze your values. Will your personal values conflict in any way with those of the company or agency?

* Identify people who know you and your skills for references. Check with them to ensure that they will give a good reference. It is best to have a typed list of your references with names, addresses and phone numbers available.

KNOW THE AGENCY OR COMPANY:

* Read organizational literature: annual reports, brochures, etc., available directly from the agency or company.

* Check the business section of your library and the Chamber of Commerce for more in-depth information about the agency/company and its employees. Consult some of the following sources:

  The American Encyclopedia of International Information

  American Men and Women in Science

  American Register of American Manufacturers

  Bernard Klein's Guide to American Directories

  The College Placement Annual

Directory of Professional and Trade Organizations

Dun and Bradstreet's Middle Market Directory
Dun and Bradstreet's Million Dollar Directory

Encyclopedia of Associations

Encyclopedia of Business Information Services

Fitch's Corporation Reports

MacRae's Blue Book - Corporate Index

The Standard Periodical Directory

Standard and Poor's Corporation Records: Register of Corporations, Directors and Executives

Standard and Poor's Industrial Index

Standard Rate and Data Business Publications Directory

U.S. Nonprofit Organizations in Development

Assistance Abroad TAICH Directory

Who's Who in America

Who's Who in Commerce and Industry

Who's Who in Finance and Industry

Who's Who in the East

Who's Who in the South

Who's Who in the West

This list is by no means exhaustive. Your librarian can direct you to others. You should utilize these sources to find information about the following:

- key people in the organization;
- major products, or services;
- size of the organization in terms of sales, budget and number of employees;
- profit and loss records for the last 10 years;
- location of branch offices; and

- how the organization is viewed by its clients, suppliers and competition.

You should look for other information specifically relevant to your goals and needs.

You may want to visit the job setting and talk with one or more of the employees. In this way you can obtain personal information about the work situation.

Attachment 2

FACTORS WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

Poor personal appearance.
Failure to look interviewer in the eye.
Limp handshake.
Sloppy application form.
Little sense of humor.
Lack of confidence and poise; excessive nervousness.

Appearing: overbearing, overaggressive, conceited, a know-it-all.
Making excuses; being evasive; hedging at unfavorable factors in records.
Lack of: tact; maturity; courtesy; social understanding, or vitality.
Being: cynical; lazy; of low moral standard.
Displaying intolerance or strong prejudices.

Inability to express oneself clearly; poor voice, diction or grammar.
Lack of knowledge of field of specialization.
Lack of planning for career. No purpose and goals.
Lack of interest and enthusiasm.
Indecision; failure to take responsibility for decisions and/or actions.
Emphasis on who he/she knows.

Overemphasis on money; interested in only the "best-dollar" offer.
Unwilling to start at the bottom; expecting too much too soon.
Merely shopping around.
Wanting a job only for a short time.
No interest in the company, or in the industry.
Unwillingness to go where the company may send her/him.

QUESTIONS MOST FREQUENTLY ASKED DURING AN EMPLOYMENT INTERVIEW

Please use the following list of questions as a guide for the interviewer's questions during the interviewing exercise. This list is designed to supplement the list of frequently asked interview questions in Chapter VII of the Career Resource Manual (pp. 24-25).

Use both lists to help you prepare for an interview. Preparation means developing carefully thought-out answers, and practicing them aloud with a friend, in front of a mirror or with a tape recorder.

QUESTIONS REGARDING YOUR EDUCATION:

* Please describe your educational background.
* Why did you choose to attend that school?
* What did you major in? Why?
* What was you grade point average?
* What were your favorite subjects? Your least favorite? Why?
* How did you finance your education?
* If you could start all over again, what would you change about your education?
* Did you do the best you could in school? If you didn't, why not?

QUESTIONS REGARDING YOUR WORK EXPERIENCE:

* What were your major accomplishments in each of your past jobs?
* Which job duties did you like doing the most? Least?
* What did you like about your boss? What did you dislike?
* Have you ever been fired? If so, why?

QUESTIONS REGARDING YOUR CAREER GOALS:

* Why do you think you're qualified for this position?
* Why do you want to change careers?
* If you could have any job at all, what would you like to do?
* Why should we hire you?
* How would you improve our operations?
* What attracted you to our organization?
* How do you feel about traveling? Working overtime? Working weekends?
* What is the lowest pay you'd accept?
* How much do you think you're worth for this job?

QUESTIONS REGARDING YOUR PERSONALITY:

* What causes you to lose your temper?
* What do you do in your spare time?
* What are your hobbies?

* What type of books do you read?
* What role does your family play in your career?
* Describe your management philosophy.
* Do you like to take initiative? Give an example of where you have.
* If you could change your life, what would you do differently?
* Who are your references?

In addition to these questions, ask yourself what other questions an employer might ask about your background, resume and references.

QUESTIONS FOR THE EMPLOYER

The information and questions in this section are intended to complement those found in the Career Resource Manual. Remember: The interview is an opportunity for you to elicit the information you need about the job and the organization.

The interviewer will also judge you, your interest, and your personality, partially based on the number and type of questions you ask. Ask questions regarding job duties, responsibilities, training, and advancement opportunities. Avoid self-centered questions. Also avoid questions regarding salary and benefits during the initial interview unless they are raised by the interviewer first.

Some appropriate questions you might ask are:

* Would you please describe the duties and responsibilities of this job?

* How does this position fit into the overall organization?

* Would you tell me about opportunities for promotion and advancement?

* Is this a new position?

* What kind of person are you looking for?

* Were previous employees in this position promoted?

* Who would I report to? Could you tell me something about that person? What are his or her strengths and weaknesses?

* What problems might I expect to encounter on this job?

ILLEGAL QUESTIONS

It is illegal to discriminate on the basis of race, color, religion, sex, age, national origin or handicap in making personnel decisions. Questions regarding these areas are generally illegal. Most employers will not ask illegal questions. However, you may occasionally encounter such questions. Women are more likely to encounter them than men.

SOME ILLEGAL QUESTIONS:

* How old are you?
* Are you married, divorced, separated or single?
* Do you attend church?
* Do you own or rent your home?
* Are you in debt?
* Have you ever been arrested?
* Are you a member of any political or social organizations?
* Are you living with anyone?
* What does your spouse think of your career?
* How much do you weigh? How tall are you?
* How much insurance do you have?

HOW DO YOU HANDLE THESE QUESTIONS?

You can point out the question is illegal or inappropriate. You may not get the job, but principles are important.

You may decide to answer the question, even though it may be offensive, because you want the job. If you get the job, work to halt such interview practices in the future.

Another approach could be to tactfully respond in a way that indicates the question may be inappropriate. For example:

(A) If asked: "Do you attend church?"

You might reply by asking: "Does church attendance have a direct bearing on the responsibilities of the job?"

(B) If asked: "Are you planning to have children?"

You might respond: "I'm planning to devote my working hours to being an efficient, effective employee." Then, change the subject and focus on your positive attributes.

How you respond to such difficult and illegal questions is up to you. It is easier to handle such situations if you have thought about them beforehand.

MANAGING THE JOB SEARCH CAMPAIGN

The job search campaign can be long and tedious. Job seekers often accept something that fits into the "general scope" of what they would like to do. Others actively search for their "dream" position. However, almost everyone hopes that the jobs they accept will utilize their skills and experience; be challenging and (richly) rewarding--monetarily and otherwise. This job should also offer opportunities for advancement. Your ability to find the job you desire will be a "journey that begins with a single step." Outlined below are some notes about steps you need to take along that journey.

GETTING ORGANIZED

Job hunting is a complex and tremendously important task. How you go about job hunting determines much about what kind of job you get. One of the most important, and frequently ignored, ingredients of the job search is preparation. The eight preparation steps described below will help equip you to better handle the job search.

1. Self-education:

   Do research and become familiar with job-hunting techniques. Locate some of the books recommended in the Career Resource Manual and read them thoroughly. Reading them will not give you a job, but it will equip you to better handle the job search. (Although not always easy to read, they are helpful.)

2. Self-exploration and Career-exploration:

   Be able to answer the question, "What do you want to do next in your life?" Investigate and understand the real nature of the career area you are considering entering.

3. Time Management:

   Plan on spending as much time looking for a job as you would spend working--eight hours a day, five days a week. You will need to manage your time wisely and motivate yourself. Ron Krannich outlines the following as important to the job search:

   - Set objectives and priorities.
   - Plan daily activities by listing and prioritizing things to do.
   - Create some flexibility in your schedule; do not overschedule.
   - Organize two- and three-hour blocks of time for concentrated work.

- Avoid interruptions; do one thing at a time.
- Organize your workspace.
- Process your paperwork faster by responding to it immediately and according to priority.
- Continually evaluate how you are best utilizing your time.

4. Organization:

Remember, it helps to be methodical. Keep a card file of individuals and organizations you have contacted, noting information such as who referred you; what you talked about; what action/ follow up is needed, and any other potentially useful information. A well-kept calendar is invaluable! Make notes of when you made your first contact, when you sent your thank you letter, when you need to check back with someone, etc.

5. Resumes and SF-171s:

Put time and effort into developing these marketing tools. The Career Resource Manual (and the Senior Volunteer Resource Manual) are good resources for getting started.

6. Networking:

Develop a list of potential contacts. List:

- Relatives
- Former employers
- Acquaintances
- Alumni
- Friends
- Professional organizations
- Bankers
- Neighbors
- Co-workers
- Anyone you wrote a check to in the last year
- Politicians
- Clergy
- Trade association members
- Chamber of Commerce directors
- Returned Peace Corps Volunteers
- Teachers
- Classmates

7. Research:

Conduct research on an ongoing basis throughout your job search. Go to the library and get to know the reference librarian and some of the following materials:

Dun and Bradstreet Directory
The Directory of American Firms Operating in Foreign Countries
The Dictionary of Occupational Titles
The Occupational Outlook Handbook
Collegian Who's Who in America
Who's Who in Commerce and Industry
Standard and Poor's Register of Corporations

A Directory of Organizations by Occupational Field
The TAICH Directory
The Encyclopedia of Associations

Don't overlook any local industrial or business directories, or periodicals such as trade journals, professional magazines or special interests magazines.

8. **Practice Interviews:**

Most people are nervous during an interview, but say that conducting interviews becomes easier with practice. Many career counselors suggest applying first for a few jobs you would not necessarily accept and going to the interviews. These interviews will give you a feel for what you can expect when you go after the job you really want.

CONDUCTING THE JOB HUNT

There are two types of job markets: open and hidden. You need to become familiar with each and develop strategies for conducting your search.

1. **The Open Job Market:**

Looking for a job in the open market is the most common method, representing about 20 to 40 percent of all jobs available. A great deal of competition exists, because everyone knows to look for jobs in this market.

Open market jobs are usually found in:

- The Want Ads

  Less than 15 percent of jobs are listed in the want ads. These positions are most frequently highly technical, clerical, or entry level jobs. Remember to check national papers such as The Wall Street Journal, The Washington Post, and The New York Times for a wider range of job listings than those found in most local papers.

- Federal Job Information Centers

  These information centers can be helpful to those who are interested in federal employment opportunities. They can be located through the government section of your phone book.

  Another source for federal jobs is the Federal Career Opportunities. It is the most comprehensive, but not exhaustive, listing of federal jobs. It is a good starting place and is available in large public libraries. For $6.00 you can order your own copy through: Federal

Research Service, Inc., P.O. Box 105A, Vienna, VA 22180-1059.

- College Placement Services

  Some colleges have excellent resources and reference libraries, or offer training in self-directed job hunting. Although the quality of services will vary, they are good places to check out.

- State Employment Offices

  Employment offices should be checked on a regular basis, but do not rely on them totally.

- Private Employment Agencies

  In general, a private employment agency can do little that you cannot do yourself. They can be expensive; however, it is worthwhile to talk to no-fee employment agencies. These agencies often realize better results if you have highly marketable skills. Remember: sign no contracts until you have read every word carefully.

- HOTLINE

  You will receive a HOTLINE at your Home of Record after you receive the second installment of your readjustment allowance. This is the only "open market" reserved exclusively for Returned Peace Corps Volunteers. Respond quickly to things that interest you.

- Trade Journals

  Trade journals, printed by professional organizations, frequently carry both job announcements and situation want-ads. You can identify various journals through the Encyclopedia of Associations, local library resources, academicians and a book entitled 900,000 Plus Jobs Annually: Published Sources of Employment Listings by Feingold and Hansard-Winkler.

2. The Hidden Job Market:

   The jobs in this market are not listed or advertised in any of the traditional channels. According to Krannich and Banis in High Impact Resumes and Letters, the hidden market represents 60 to 80 percent of all jobs available.

   The hidden market makes sense for the employer. She/he lets it be known that a position is available and, through referrals and inquiries, gets a select group of qualified applicants. They do not have to wade through hundreds of resumes or screen as many phone calls.

Job hunting in the hidden market is difficult. However, it is often rewarding and offers the greatest employment opportunities. Since these positions are not published, you must develop creative strategies in order to find them. You need to identify the person (or persons) who has the power to hire and find some ways to demonstrate that you are the right person for the job. Once you have done your research and developed your contacts list, the hidden job market can be penetrated in one of two ways: shotgunning or prospecting/networking/informational interviewing.

- **Shotgunning**

  Shotgunning is relatively easy and yields results; however, it is the less effective of the two methods. It involves sending individuals and organizations letters and resumes. If you send out 200 resumes, you should get two, maybe three, interviews; send out 500-1,000 and you may have a fair chance at a job. The usual response is no response.

  You can improve your effectiveness by using it as an introductory technique for prospecting, informational interviewing and networking. Work at being remembered in case the employer has, or knows of, a job opening in the future.

- **Prospecting/Networking/Informational Interviewing**

  Together, prospecting, networking and informational interviewing represent the most effective job-search strategy. It involves developing personal contacts [networking] which will expand into an interpersonal network [through prospecting] which you will use to gather important job-search information [informational interviewing], and eventually, obtain a job.

  As suggested above, prospecting allows you to build new networks for more information and job leads through contacts in your current network. Get in touch with one or two people on your contacts list per day and have them refer you to two new people. You will gain at least ten contacts a week, which can be used for additional referrals.

  Always nurture and manage this network: send thank you notes, make follow-up phone calls and visits. Remember not to overdo it and end up making a pest of yourself.

  Informational interviewing involves a low stress, face-to-face meeting with a contact or potential employer. Do not ask for a job during this process. Ask for information, advice and referrals. This will give you the opportunity to be interviewed. Your resume will be read, and you will eventually be offered a job through one or more of your contacts.

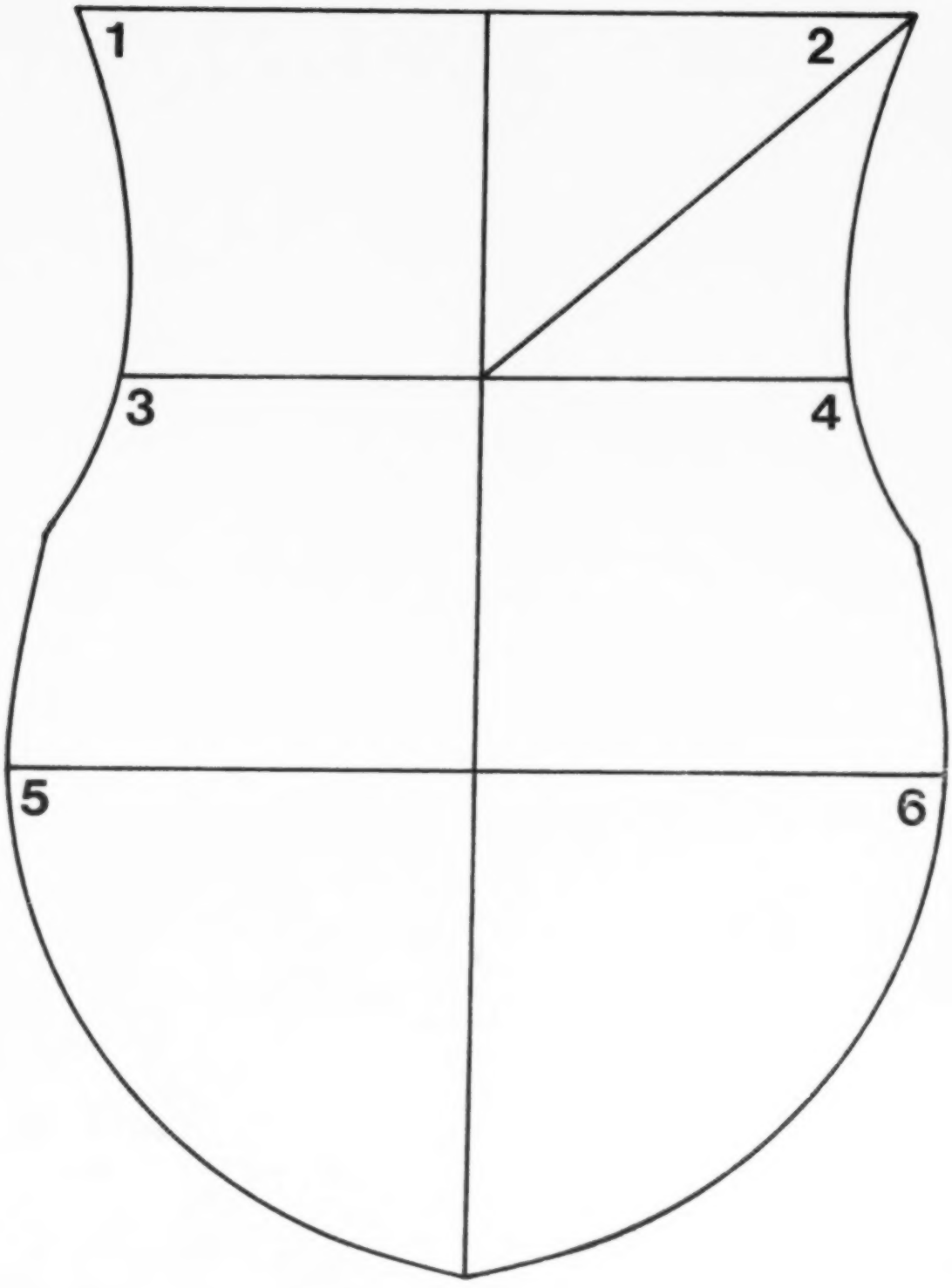
MOVING ON

COAT OF ARMS

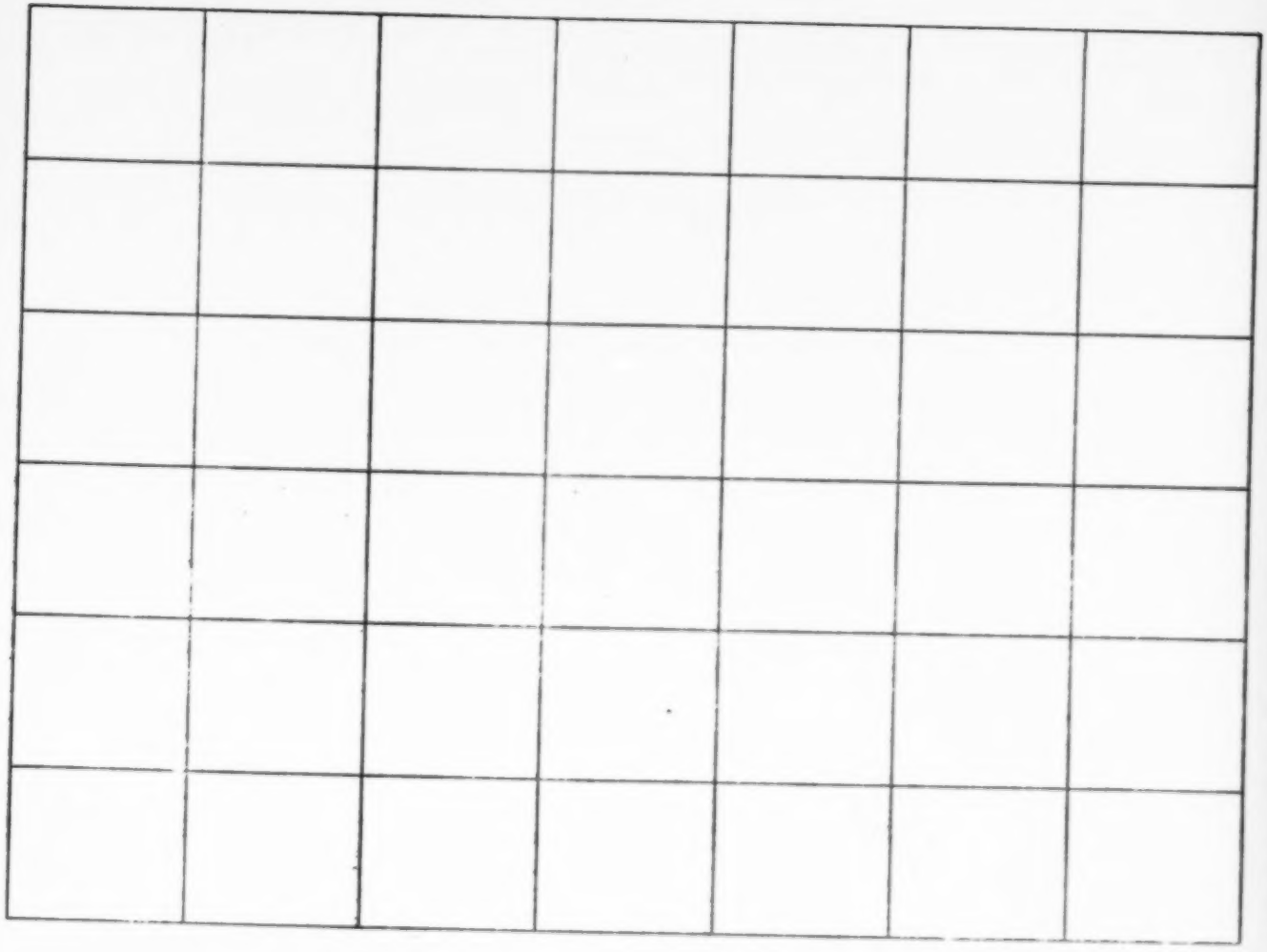
INSTRUCTIONS:

- In Section #1, draw a picture of the most important "thing" you will take back home with you from the host country.
- In Section #2, identify 2 persons who have influenced you the most during the past two years. (First names are sufficient.)
- In Section #3, draw a picture of your greatest accomplishment as a Peace Corps Volunteer.
- In Section #4, describe your most significant learning while in Peace Corps.
- In Section #5, draw a symbol or portrait which best represents your Peace Corps experience.
- In Section #6, describe what you would like the host country to remember most about you as a Peace Corps Volunteer.

COAT OF ARMS



PLANNING CALENDAR: _____



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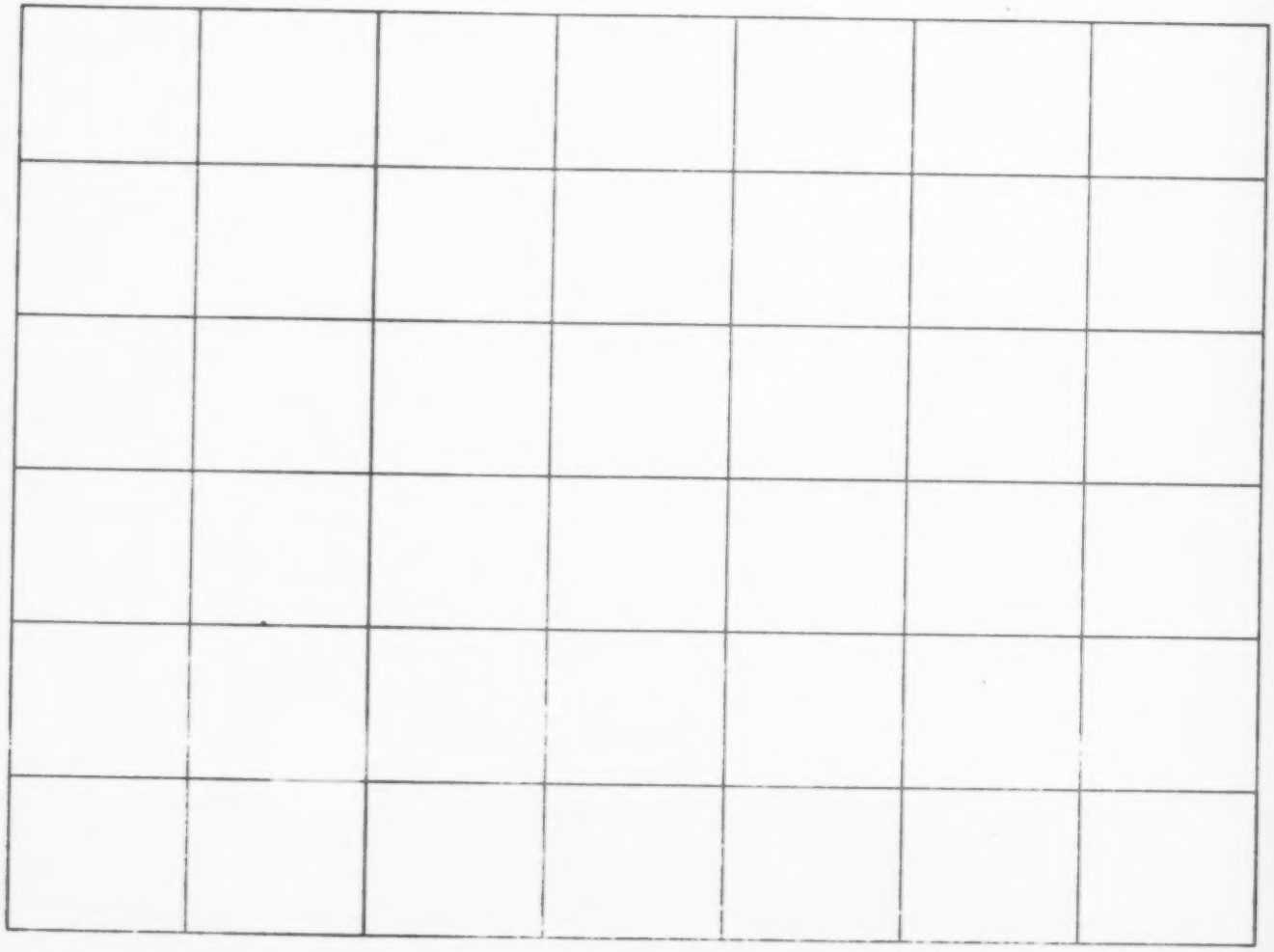

PLANNING CALENDAR: _____

PLANNING CALENDAR: _____

MOVING ON

INSTRUCTIONS: Complete each statement with the first thoughts that come to your mind.

1. When I think of returning to the States I feel....

2. I'll be going back to....

3. I expect that for me the process of returning will be....

4. (If applicable) I think that for my spouse, returning will be....

5. When I think of seeing my family again, I....

6. I think my family will expect me to....

STOP. LISTENER, SHARE WITH YOUR PARTNER WHAT YOU'VE HEARD SO FAR.

Now switch roles, i.e., the listener becomes the speaker and the speaker, the listener. Complete the first set of statements before continuing to the next set below.

7. A) In terms of a career/future plans, I hope to....

   B) If this doesn't work out, I'll....

8. I expect that my friends there will....

9. Regarding money, I'm going to be....

10. Going back will enable me to....

11. I think that the hardest part of going back for me will be....

12. I think the easiest thing for me to handle will be....

13. I'm really looking forward to....

LISTENER, SHARE WITH YOUR PARTNER WHAT YOU'VE HEARD SO FAR.

TEN MINUTES OUT
FOR THOSE ABOUT TO RETURN HOME

Some Ideas to Prepare You for Re-Entry

by

Joel Wallach/Gale Metcalf
Community Counselors
American Association of Malaysia

With the end of your Peace Corps service, many of you are happily contemplating your upcoming travels and return to the U.S. For those leaving permanently, the commotion of last minute packing and shopping, eagerness to see friends and relatives, and that final round of good-bye parties, can easily distract you from focusing on the ways in which this return to the U.S. might be stressful. We would like to ask those of you who are about to relocate back home to take a few minutes out to examine some of the stresses that go along with returning, as well as some things you might do to prepare yourself and your family to make this transition.

Anytime one of us makes a major life change--adding or losing family members, changing jobs, changing friends, moving, etc.,--we experience predictable and sometimes severe stress. Most of us recognize this in the process we went through adjusting to living overseas. Fewer of us realize that another adjustment, often equally stressful, accompanies resettlement in the U.S. The first part of this process might be termed "reverse culture shock." Americans who have moved in and out of the States a number of times consistently report the experience of feeling like strangers in their own country. Living overseas, we often carry with us inaccurate and idealized views, and forget that back there things don't always work efficiently, that sales people can be downright rude, that our current home has no monopoly on traffic jams. We expect people and places to be just the way they were when we left--the way we remember them. When they are not, we find ourselves dismayed, angry, disoriented, feeling out of control. Because we do not expect things to be different, the fact that they are different hits us especially hard. This phase of adjustment typically lasts anywhere from a few weeks to a few months.

Re-entry: A Two-Step Process

Re-entry is a two step process: 1) leaving your host community, and 2) returning to the U.S. and re-involving yourself in life "back home." Often, people focus on the latter, missing the importance of the former. Closure is the key concept here, giving yourself the psychological space to separate one part of your life experience from the next. A careful balance is required so that you neither "check out" too early nor too late. If you pull out your energies too early, you find yourself afflicted with "short-termitis," denigrating the host country and its people while romanticizing the U.S. If you disengage with too little time, you find that a significant part of you still remains overseas for several months after you have returned.

Some Things You Can Do Now:

Despite the multiple stresses discussed above, all of us eventually adjust and things do (hard to believe) return to normal. Some manage to deal with the adjustment process quite easily and quickly, while others find themselves experiencing significant stress for a period of time. There are some things, however, that you can do to smooth out the inevitable bumps and shorten the period of frustration.

Probably the key factor is to recognize that there will be a period of stress. It is normal and to be expected. If you can recognize this coming and understand it as a natural part of the adjustment process, you defuse some of its potency and are able to help yourself.

There also appear to be a number of myths or misperceptions that people harbor about re-entry that work against them. Identifying them can help you to root them out of your own thinking. Some people attempt to cope with the stress of this major life change by bending reality and seeing the world they are about to re-enter as either too positive or too negative. On the positive side, they deny reality and thereby attempt to cope with current anxieties by telling themselves such things as:

- "Everything is great back home."
- "I can pick up on relationships just where I left off."
- "I should be able to cope easily because it's my own culture."
- "Everything will be the same as it was when I left."
- "I won't experience culture shock."
- "People will be interested in hearing about my 'exotic' experiences overseas."
- "Things work better back home."

This type of thinking is functional until they arrive home and find that with their unrealistically high expectations they have set themselves up for disappointments in the months ahead. Overly negative thoughts, on the other hand, set them up to be even more miserable than they need to be! Some of the most popular are:

- "I'll never be able to cope with all of this."
- "I'll hate it back there."
- "I shouldn't be feeling so... (upset, depressed, disorganized)."
- "I know I'm going to be so lonely."

Such "internal conversation" serves to increase anxiety and feelings of depression, panic and disorganization. It saps needed energy and coping resources. While some apprehension and concern is obviously functional, this type of thinking is not. It only serves to promote panic and gloom. You can inventory your own thinking about re-entry to see if, in fact, you're harboring any of these kinds of self-defeating thoughts and you can help other Volunteers to do the same.

It is important for you to talk about your feelings regarding the impending move; to share your fears and frustrations about going home. Just expressing these feelings often serves as a release so that they

don't build up and become overwhelming. <u>This is important before, during, and after the move</u>.

Talk about what life probably will be like back home. Be flexible and open to changing plans if they don't work out. Let everyone in your family know that some degree of flexibility is possible. REMEMBER, YOU CAN PLAN, BUT IT IS HARD WHEN OVERSEAS TO KNOW EXACTLY WHAT YOU'LL FACE UPON RETURN HOME.

View the return to the U.S. as a cross-cultural experience. Be aware of how the "natives" live and use your special sensitivities gained from living overseas as a key to understanding yourself and America better. Some veterans of the re-entry process suggest taking a week or two, if time permits, to be a tourist in your own country before you jump into the settling process. Last of all, don't expect too much of yourself right away. Give yourself some time. Many returnees advocate maintaining a low profile for the first few months back by not taking on too many new activities. You may need some time to catch up on being American and feeling comfortable once again back home.

PEACE CORPS GOALS

(The Declaration of Purpose)

The Congress of the United States declares that it is the policy of the United States and the purpose of this Act to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to

(1) help the people of such countries and areas in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries; and to

(2) help promote a better understanding of the American people on the part of the peoples served; and

(3) a better understanding of other peoples on the part of the American people.

DEVELOPMENT EDUCATION AND PEACE CORPS' THIRD GOAL

DEVELOPMENT EDUCATION: Working Definitions

Development education is a relatively new term, especially within the United States. There are a number of definitions, but very simply put, it describes the process of increasing public awareness in the U.S. or other industrialized countries about the Third World.

Consider the following, a modified definition suggested by Jane Millar Wood in Development Education in the U.S.:

> Development education refers to the education programs which seek to inform, motivate and/or involve community members of all ages... in programs about developing countries or in the development process.
>
> Development education is both process and content which encompasses programs that:
>
> - transfer factual information about developing countries... as well as about global, social, economic and political structures and problems;
> - foster understanding of development as a process that involves all nations;
> - create a broad global consciousness and an awareness of transnational problems;
> - promote values and attitudes which will encourage a feeling of responsibility to correct injustices; and
> - engage citizens in various action and advocacy activities that promote justice, equity and dignity, and lead to an improvement in the quality of life for all peoples, especially in the Third World.

In developing an agency framework or definition for development education, Peace Corps' Forward Plan Working Group used as reference a variety of definitions presented in the introduction to Development Education Programs of U.S. Nonprofit Organizations. Among those, one written by Returned Peace Corps Volunteer Beryl Levinger distinguished between "development education" and "global education":

> "Development education seeks to acquaint people in the developed countries with the problems and priorities of people in the Third World. Therefore the emphasis is primarily on such issues as hunger, trade and energy policies. To some extent, development education is action oriented. It strives to involve participants in specific efforts..."

> "Global education is much more concerned with the concept of interdependence among peoples and with an understanding of world systems in terms of commerce, cultures and the flow of ideas. The difference in a nutshell is that the central focus of global education is interdependence with subsidiary focus on developing countries. In development education the key focus is on developing countries, with a subsidiary focus on interdependence."

For the purposes and efforts of the Peace Corps, elements of both global and development education are being included in Peace Corps' framework/definition for development education:

- To share information and ideas with the American public about the values, life styles and cultures of people in developing countries.
- To illustrate the problems and needs of peoples in developing countries and the special challenges they face in overcoming those problems and meeting those needs.
- To demonstrate the inseparability (or interdependence) between the development of the Third World and the industrialized countries and peoples.
- To illustrate and encourage the application of effective and successful development approaches and techniques to local U.S. problems and concerns.
- To do the above in ways with which the American people can identify, understand and be encouraged to help.
- To inform the public about the programs and activities to which they can contribute their time, energy and money.

TOOLS FOR THE THIRD GOAL

An increasing number of organizations have development education programs that need Returned Peace Corps Volunteers or materials that you could use in your presentations. A partial list follows.

PEACE CORPS OFFICE OF PRIVATE SECTOR RELATIONS/DEVELOPMENT EDUCATION

OPSR/DE coordinates the agency's Third Goal and Development Education activities, providing training and program support for agency staff. The Office also serves as a liaison with Returned Peace Corps Volunteer groups, and others involved with development education. A list of Returned Peace Corps Volunteer groups and lists of other sources of information are available. For more information, write: Office of Private Sector Relations/Development Education, Peace Corps, 806 Connecticut Avenue, NW, Room M-1107, Washington, D.C. 20526, or call 800-424-8580, extension 227 or 277.

PEACE CORPS PARTNERSHIP PROGRAM

The Partnership Program is an excellent way for Returned Peace Corps Volunteers to stay involved with communities overseas. Current Volunteers submit proposals for projects--schools, health posts, water systems--that represent the needs and priorities of the community. The proposals are then circulated to interested people and organizations in the U.S. for support, and an exchange of letters, photos and artifacts is offered to those who contribute 25% or more of a project's total cost.

Not only can Returned Peace Corps Volunteers contribute financially, but they can also help others (schools, civic groups) to participate. The cross-cultural exchange between a host country community and a U.S. sponsor is a very effective vehicle for stimulating people's interest in the Third World. It is a good base to build on in your presentations. Frequently, groups that are already supporting a project request a Returned Peace Corps Volunteer speaker to enhance their own activities. The Partnership Program is part of the Office of Private Sector Relations/ Development Education, and can also be contacted at: 806 Connecticut Avenue, NW, Room M-1107, Washington, D.C. 20526. The number is: 800-424-8580, extension 227 or 277.

NATIONAL COUNCIL OF RETURNED PEACE CORPS VOLUNTEERS (NCRPCV)

The National Council of Returned Peace Corps Volunteers has established a development education program which supports and facilitates Returned Volunteer efforts. It offers resource materials on how to do development education, publishes a newsletter covering Returned Peace Corps Volunteer development education activities, and organizes development education workshops in conjunction with local Returned Peace Corps Volunteer groups. Useful handouts include "Working with Schools," "Working with the Media," "Public Speaking," "Organizing Slide Shows," and

"Organizing Events." Resources are available to all Returned Peace Corps Volunteers--no group affiliation is necessary--by writing to the Development Education Program, National Council of Returned Peace Corps Volunteers, 1241 Amsterdam Avenue, New York, New York 10027, or by calling: 212-864-4961.

INTERACTION

Interaction is an umbrella organization of many U.S. international development and development education organizations. One of its primary activities is to encourage and support Development Education among member groups. Two related publications are available: A Framework for Development Education in the United States (free); and a quarterly newsletter published jointly with the International Development Conference, Ideas and Information about Development Education. It is available by writing to: Interaction, 200 Park Avenue South, New York, New York 10003.

There are many other organizations and resources: The World Bank, local Return Peace Corps Volunteer groups, and most of the larger Private Voluntary Organizations have programs and materials such as brochures, films, books and articles. Those listed above can help you determine which one has what you need.

TIPS FOR PRESENTATIONS

Organize! Your thoughts, slides, and artifacts should be organized into categories that make sense to you. Try to tie in with current events and local interests in your (U.S.) community whenever possible. It's your job to make the connections for your listeners that will help them understand, and that will help them care about the foreign place you're describing. For instance, compare the size of your country of service with states in the U.S. Compare customs and lifestyles.

Be brief. Illustrate with anecdotes that make the people come alive. Often, you are one of the rare chances your listeners have to learn from a first-hand experience. You can do much to dispel stereotypes--including stereotypes of Peace Corps Volunteers. Tell them about what you did, and why. If you're talking at a Rotary or Kiwanis Club, for example, you're talking to community leaders who might one day consider hiring a returned volunteer. In carrying out your commitment to the Third Goal, you're also helping to build support for the Peace Corps and its mission.

A suggested outline:

I. Overview of your country--location, population, government, climate, etc.

II. Contrast city and village life--are there modern cities?

III. Describe village life--music, art, dance, family life... here you can link easily to your listeners' interests. Are they high school students? Talk about the high school students' lives in your country of service. Are they businessmen? Talk about the local economy, how people make money, trade practices.

IV. Describe your job.

V. How did the experience affect your life--career choices, views of other people, etc.

VI. A funny story always helps.

Use slides sparingly; show each one for a few moments only. Be sure they show what you want them to show--if you find yourself saying "over on the far left corner you can see the roof of a typical home..." your slide probably isn't effective.

Based on portions of materials from the NCRPCV Development Education Program and from the Peace Corps Office of Private Sector Relations.

JOURNAL SECTION

JOURNAL

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

Peace Corps overseas offices:

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BURUNDI
BP 1720
Bujumbura

CAMEROON
BP 817
Yaounde

CENTRAL AFRICAN REPUBLIC
BP 1080
Bangui

COSTA RICA
Apartado Postal
1266
San Jose

DOMINICAN REPUBLIC
Apartado Postal
1412
Santo Domingo

EASTERN CARIBBEAN
Including: Antigua, Barbados, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent, and Dominica
Peace Corps
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